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ABSTRACT

The articles in this publication deal with the encouragement of staff teamwork in reading programs. The feature article examines ways of facilitating the personal interchange process between classroom teachers and the reading teacher, principal, or supervisor charged with implementing change in the schools, in order to bring about successful curriculum changes. Other articles suggest methods through which reading specialists can establish good working relations with classroom teachers of reading, offer suggestions for involving such staff members as counselors, school librarians, and teachers of content areas in reading activities, describe two innovative inservice teacher education programs, and suggest resources of aid to reading teachers. (GW)

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REPORTING ON READING

FEB. 1978
VOL. 4, NO. 2

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THIS ISSUE: ENCOURAGING STAFF TEAMWORK

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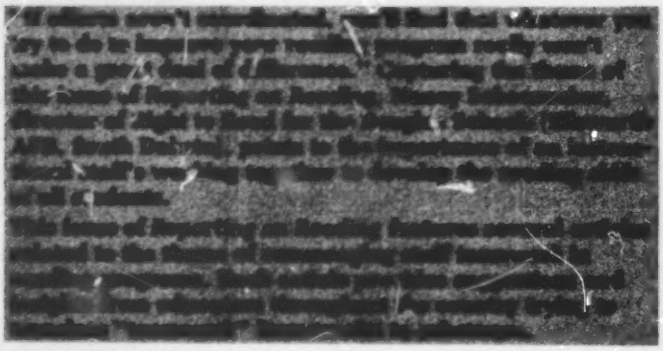

THE READING SPECIALIST: A TEAM LEADER

The Professional Standards and Ethics Committee of the International Reading Association (IRA) defines a reading specialist as one who "works directly or indirectly with those pupils who have either failed to benefit from regular classroom instruction or those pupils who could benefit from advanced training in reading skills, and/or who works with teachers, administrators, and other professionals to improve and coordinate the total reading program of the school."

Works with are the key words in the job description. "Knowing reading isn't enough," an experienced reading specialist observed. "Of course, you've got to have a solid understanding of reading and the techniques of teaching reading. But to do your job, you've got to understand people, too."

Among the professionals a reading specialist must work with, classroom teachers of reading are of vital importance. Because classroom teachers directly affect how reading is taught to most children, a reading specialist

(continued to page 5)

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GUEST FEATURE

THE READING TEACHER: CATALYST FOR CHANGE

Robert B. Ruddell

Reporting on Reading is pleased to feature Robert B. Ruddell as guest contributor for this issue on encouraging staff teamwork in reading programs. In his article and in the interview that follows it, Professor Ruddell outlines a program implementation model that depends heavily on the interpersonal skills of the reading teacher.

Robert B. Ruddell is a professor of education and the director of the Language and Reading Development Program at the University of California at Berkeley. Currently he serves on the board of directors of the International Reading Association and is a former member of the editorial board of Reading Research Quarterly. *Professor Ruddell is author of* Reading-Language Instruction: Innovative Practices *and co-author of* Theoretical Models and Processes of Reading. *One of his major areas of interest is the design of preservice and inservice professional development programs for teachers in reading-language instruction.*

At this time in American reading instruction, we confront enormous change, for we find ourselves in various stages of transition in curriculum implementation. These change and transition problems range from the pressure for minimal reading competencies at various grade levels to state adoption and implementation of new reading programs. In times such as these, there is a tendency, I believe, to place

(continued to page 2)

THE READING TEACHER: CATALYST FOR CHANGE (continued from page 1)

specific problems at the feet of others, and to assume limited responsibility ourselves. For example, we as teachers may be inclined to feel that the central administration in its failure to provide sufficient support or resources is to blame, whereas the administration may cite inadequate instruction in the classroom. To shift both viewpoints toward a more realistic judgment involves altering several perceptions — those of the change process itself, of ourselves as reading-language teachers, school-site principals, reading supervisors, or superintendents, and of the school in today's world (3,4).

As you reflect on your own school setting, consider for a moment the implementation process leading to change in instructional behavior. We are all aware that substantial preplanning is necessary to implement change. However, the preplanning effort must allow for the differing attitudes, personalities, training, and teaching capabilities of the staff.

My direct observations and participation in the development of inservice programs, however, has led me to conclude that the dynamics of personal interchange form the nucleus of successful change in education (3). Hegel terms such dynamics *thesis, antithesis,* and *synthesis;* in a different terminology — *proposal, counter-proposal,* and *joint proposal;* or, more directly — *imposition, confrontation,* and *compromise.* From the psychological perspective Piaget presents, this process would be viewed as (1) encounter with new ideas or information, (2) conflict with our own internal mental schemata, (3) disequilibrium — a sort of mental unbalancing, (4) search for insight and adjustment of our personal schemata to accommodate new information, (5) adjustment of old schemata to accommodate new ideas, and (6) restoration of mental equilibrium and viewpoint (1,2).

During initial implementation of curriculum efforts, many participants express discouragement due, in part, to their lack of understanding about the interchange process in which they are involved. It is my observation that many curriculum projects and innovative attempts fail in the initial stages because of this lack of understanding of the dynamics of personal interchange. The following suggestions will facilitate the interchange and help bring about successful implementation:

1. Plan carefully to account for assessing the backgrounds and viewpoints of the instructional staff.

Reporting on Reading is a publication of the Right to Read Effort and is designed to present information on innovative and developmental reading projects and activities throughout the country. It is meant to assist parents, administrators, teachers, aides, and volunteers who work with preschool, elementary, secondary, and adult populations.

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Inquiries or requests for additional information may be directed to Paul Owoc, Editor, **Reporting on Reading**, CEMREL, Inc., 3120 59th Street, St. Louis, Missouri 63139.

2. Present ideas to the staff through various structured-but-open discussions.
3. Accept criticisms and counter-proposals offered by the staff.
4. Synthesize the various viewpoints to develop the new inservice or instructional program.

As a reading teacher, principal, or supervisor charged with implementing change in the schools, you, in effect, become the change agent. Specific personal characteristics, I believe, are vital to this role. Certainly, it is critical to provide effective inservice demonstration lessons and to be able to influence classroom instructional techniques. This ability obviously requires knowledge of children, reading skills, curriculum, wide literature content, and the ability to formulate creative instructional ideas. In addition, you as the change agent should possess or develop the following personal characteristics:

1. The ability to openly welcome criticisms and suggestions from others.
2. The ability to be subtle rather than overbearing when working directly with teachers.
3. The ability to minimize ego-involvement with instructional ideas and techniques which you personally devised.

As well as accounting for the qualifications of the change agent, we must consider the characteristics of teachers involved in the change process. In common with other professional groups, we as teachers differ widely — not only in attitude and personality but also in ability to work effectively and productively to develop reading-language curriculum. The following individual teacher-descriptors should be considered in relation to program change and implementation:

- *Highly supportive/highly productive and*
- *Supportive/productive* These two types differ only in energy levels, and both provide great assistance in implementing change.
- *Supportive/non-productive and*
- *Non-supportive/productive* These teachers prove valuable but require substantial support, creativity, and energy from you as the instructional leader if change is to be realized.
- *Anti-supportive/productive* These teachers serve an important change function by increasing tension, thereby encouraging colleagues to carefully scrutinize and constructively improve the rationale for proposed change and innovation.
- *Non-supportive/non-productive and*
- *Anti-supportive/non-productive* These teachers offer little assistance in program development, regardless of effort expended by you.

The change agent and highly supportive/highly productive teachers must exert extensive effort to help anti-supportive/non-productive teachers clearly understand the purpose of the curriculum change and to determine how the innovation can better meet the reading needs of students in the classrooms. These teachers can hopefully be convinced of the value of the inservice curriculum effort and their support and productivity enlisted in successful change implementation. Fortunately, the majority of teachers in most schools are not characterized by the last two descriptors.

In addition to classroom teachers, the school principal or the assistant principal charged with curriculum develop-

ment should participate actively in the entire change process. Also, in keeping with such administrative support, in-service activities concerned with changing and implementing programs should occur at the school site rather than at the central office (3). By directly assigning resources and responsibility to school-site staff rather than to central-office personnel, an ongoing effort can be designed to meet day-to-day instructional realities. Therefore, to be effective, the change agent must be present at the school site in the role of reading specialist, curriculum coordinator, or principal. Central administrative understanding and support are, of course, essential to ensure successful and continued program innovation and classroom implementation.

In conclusion, your personal leadership role as the change agent is critical to the success of inservice and curriculum innovation efforts. As high-quality instructional programs are fostered, the professional growth of classroom teachers will occur in your school but will depend heavily on you — the catalyst of change.□

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In your article, you use the words productive and supportive to describe how teachers react to change. Tell me a little more about what you mean.

Robert Ruddell: By *supportive* I'm talking about the teacher who is in agreement with the goals and objectives of the in-service project. The productive teacher goes considerably beyond just accepting goals and objectives. The productive teacher does things. For example, he or she might develop special displays of the classroom projects and the work students have completed to give other teachers a better understanding of the process those students have gone through. Such individuals will frequently assume responsibilities that will extend to inservicing itself. The supportive/productive teacher effectively combines both change-related characteristics.

Do you have any specific suggestions for how the change agent and the supportive/productive teacher might work with the non-supportive and anti-supportive teachers?

Ruddell: Yes, I think there are definite ways that the change agent and the supportive/productive teacher can work together in this. It's essentially through a modeling effort. This can occur in several ways. For example, it is important that inservice meetings, if at all possible, be located in different teachers' rooms so that, in effect, everyone can see the process and products of instruction. This means that you would be meeting in the highly supportive/highly productive and supportive/productive teachers' rooms to begin with, but then would begin to shift responsibility gradually to the non-supportive/non-productive and the anti-supportive/productive teachers. These latter

(continued to page 8)

BUT I'M NOT A READING TEACHER

Multidisciplinary involvement, coordinated effort, cooperative planning, or just plain *teamwork* — all are words used to describe the desirability of broadening the circle of people involved in reading instruction to include staff whose primary responsibility is something other than teaching reading. Counselors, learning disabilities teachers, school librarians, media specialists, and teachers in content areas are some of the school staff who can be of considerable assistance in augmenting the efforts of teachers of reading.

The process of involving others takes time, however. Reading teachers emphasize that staff cooperation and involvement in a reading program must be developed, continually maintained, and never taken for granted. As one reading coordinator put it, "I continually have to keep in mind that for me, reading is *the* thing; for others, it's just *a* thing."

Nonetheless, many reading coordinators and school administrators have managed to extend their concern for improving the reading skills of students to other members of staff. Cooperation is the result. In making the shift from "reading is my concern" to "reading is our concern," reading teachers and school administrators have several suggestions.

Make Your Reading Program Visible

Everybody loves a parade. It puts style, flair, and showmanship out there where everyone can see it. Educators in reading stress that one element in encouraging staff involvement is to schedule reading activities that benefit the students — and at the same time are highly visible to other members of staff.

Possibilities for such activities are numerous. Annual "specials" such as a book week or a book fair are frequent choices in many districts.

One daily reminder of an active program in reading is school-wide participation in sustained silent reading. In describing the program in the Hill City (Kansas) Unified School District #281, Mary Alice Gottschalk, reading specialist at Hill City High School, said: "One of the most important parts of our high school program is 10-15 minutes of sustained silent reading. Everyday, everybody — students, teachers, and administrators alike — stop what they're doing and simply read."

Stephen Hadley, a biology teacher at Hill City High School, pointed to a continuing faculty interest in reading activities engendered by the sustained silent reading program: "Many more teachers are now interested in working together to learn more about some of the technical aspects of reading. In the past many of us tended to take reading for granted. I had just assumed that my students in Sophomore Biology could handle the reading. Now, I don't assume, I find out."

Someone To Lead

Another feature shared by many programs successful in involving school staff in reading activities is the presence of a person capable of taking charge. Most frequently, leadership comes from program or school administrative staff, but classroom teachers can be extremely convincing advocates for a strong reading program. For example,

(continued to page 6)

INSERVICE DOESN'T HAVE TO BE ONLY COFFEE & DONUTS

"Like the frontier villager who buys a tonic from an itinerant trader, the euphoria lasts only until the pitchman gets out of town." These words, taken from the October 1977 issue of *The Practitioner*, describe the effects of many inservice programs — a meeting or two, or a pep talk from a respected consultant, and it's all over. Nothing really changes.

Inservice programs can be different, though. In reading programs, they can be used to inform teachers of new developments, to upgrade the instructional skills of staff, and to foster cooperative effort among teachers. How to structure such inservice programs is the question.

The Intensive Reading Improvement Program in Chicago and the Sustained Staff Development Program in New Mexico provide different, yet exciting, possibilities for structuring in-service programs in reading that can make a difference.

The Intensive Reading Improvement Program

"The philosophy of our program is that everyone in a school who has anything to do with children ought to know something about teaching reading," explained B. Barton Gallegos, coordinator of the Intensive Reading Improvement Program (IRIP). Having operated in a cross-section of the public elementary schools in Chicago since 1970, IRIP has been cited by the National Right to Read Effort as one of 12 exemplary reading programs and has been approved for nationwide dissemination by the Joint Dissemination Review Panel.

The gap between a philosophy of everyone — teaching staff, administrative personnel, and paraprofessionals alike — working together to improve the reading skills of children and the reality of a functioning, effective program can be considerable. IRIP spans it with a program of continuous staff development provided by a reading resource teacher in every building.

Originally, every reading resource teacher in IRIP was a classroom teacher in the school he or she now serves. After nomination by the principal or selection by the other teachers in the building, the newly named reading resource teacher attends a 60-hour preservice training course provided by program staff. The course is based on 21 training units written especially for IRIP by Chicago public school teachers and language arts consultants.

Once trained, the reading resource teacher returns to a full-time job in his or her own school. Under the supervision of the building principal, he or she then assumes overall responsibility for coordinating and upgrading the reading program in that building. That may mean presenting demonstration lessons, setting up a reading resource center, or working with students having special needs. It will mean planning and conducting a 30-hour inservice course for all building staff. (Teachers are paid for their participation.) The inservice course is based on the 21 training units presented to the reading resource teachers during their own training.

The 21 units of teacher inservice materials provide a base of common knowledge for all staff. "We're proud of these materials," Dr. Gallegos said. "They include what is basic in terms of knowledge about the reading process." The materials — nearly two and one-half pounds of paper printed on two sides — include units on grouping for instruction, reading in the content areas, oral reading development, test interpretation, and comprehension skills.

The Sustained Staff Development Program

"As a professor, I was frequently asked by many school districts to conduct an inservice session in reading for them. One district in particular kept asking me back. Each year I had a delightful time and I think the teachers did, too. But not one thing happened in the classroom as a result of those visits. That realization was the beginning of the Sustained Staff Development Program," said Charles C. Bomont, state director of Right to Read in New Mexico.

Last year, programs of sustained staff development were operating in five schools in New Mexico. All were based on a common premise: It takes more than a single talk from an invited consultant to stimulate teachers to make substantial changes in their reading instruction. To make such changes, teachers need someone there — in the building where they teach — someone who can demonstrate lessons and provide needed help.

For its implementation, the Sustained Staff Development Program has several requirements. First, the building principal must be eager to support instructional change. Second, in that building must be a classroom teacher skilled in reading instruction, who can serve as a full-time "demonstration teacher" for the building. And, third, there must be a core of three or four classroom teachers willing to participate in that program. Add to that a room that can be used as a reading lab, and a preservice program for demonstration teachers, and the program is ready to begin.

Once begun, the program relies on extensive contact with teachers. Modeling is the principal instructional technique. Each participating classroom teacher comes to the reading lab for one hour a day for 20-30 days. "That way," says Dr. Bomont, "the classroom teacher has an opportunity to observe the reading teacher and to go through some diagnostic and prescriptive procedures with a number of children day after day. We suggest that after the first few days, the classroom teacher bring a different child to the lab each day. Then the teacher can go through an informal reading inventory, a graded word list, and perhaps a few other diagnostic procedures, with each child. By the time the 20-30 days are over, the teacher will have developed a reading profile for every child in the class."

In the Sustained Staff Development Program, originating schools, called "leadership schools," are encouraged to reach out to other "expansion schools" in their own or another district. "When the program expands," observed Albert Ortega, principal of J.O. Hansen Elementary School, a leadership school in Santa Fe, New Mexico, "principals assume the initiative by informing and helping other principals who want to get started. Once the program does get started, a real multiplier effect can take place."□

Issues to Come:

April Reading Enjoyment and Affective Development
June Parents as Models for Reading
August Reading and Measurement
September Administrators Emphasize and Support Reading Programs

ON READING

AN IDEA BOOK FOR AMERICAN EDUCATORS

The newest edition of the U.S. Office of Education's annual catalog of exemplary educational programs is now available. Added to the up-to-date descriptions of the more than 100 programs listed in the previous edition, *Educational Programs That Work*, Fourth Edition, provides complete descriptions of some 35 newly approved programs.

Programs in reading and language arts figure prominently in the catalog; however, exemplary programs in areas such as bilingual and migrant education, early childhood education, and parent involvement are included too. Regardless of content, all of the programs featured in the catalog have been designated *exemplary*. Such a designation is the last step in a process that begins with a review by a project officer and ends with a positive endorsement by the Joint Dissemination Review Panel.

Established in 1972, the Joint Dissemination Review Panel is an effort of the U.S. Office of Education and the National Institute of Education. Charged with reviewing the evidence of effectiveness of educational products and the practices developed through federally supported programs, the panel, if it approves a program, qualifies it for national dissemination with federal supports.

New Features

Users familiar with the Third Edition of *Educational Programs That Work* will find several new features designed to make the Fourth Edition easier to work with. For example, descriptions of the programs are now in parallel layouts. This format allows users to place loose-leaf pages side by side to make quick comparisons among programs. More detailed information on what is required to implement a program has been added as well, along with notes on the services available to a new adoptor from the original developer of the program. New, too, is an index of program descriptors and one-sentence capsule descriptions of each program.

Copies of *Educational Programs That Work* may be purchased for $4.95 from: Order Department, Far West Laboratory for Educational Research and Development, 1855 Folsom Street, San Francisco, California 94103. Payment must accompany order.

THE READING SPECIALIST: A TEAM LEADER (continued from page 1)

must establish and maintain a close rapport with teachers if he or she is to significantly influence how reading is taught and learned. □

The Teachers Set the Priorities

"Direction for your program has to come from the teachers," advises Dorothy Patrick, communications skills supervisor of the Centennial School District (Multnomah County, Oregon). "If you begin by working on needs that are of concern to teachers, you'll find that teachers are much more likely to get involved."

One way of finding out what kinds of help classroom teachers of reading would like the reading specialist to offer is to begin the school year with a needs assessment. A needs assessment for a program just beginning may be as simple as sitting down with teachers to talk about what they want and what you, as reading specialist, have to offer. "Mine was not an elaborate start. I just talked with the other teachers at a few of the faculty meetings and then met with those who seemed really interested in improving their reading teaching," offered Beverly Pape, teacher with the Orleans County Southwest Supervisory Union (Hardwick, Vermont). "Together, we came up with a short questionnaire that we then asked the rest of the staff to fill out."

As a program continues and as teachers begin to define what they need with greater precision, the kinds of needs assessment done by the reading specialist must also keep pace. For example, the RITE Program (Reading Improvement Through Teacher Education), now in its sixth year in the Philadelphia School district, uses a Teacher Interest Survey as part of a yearly needs assessment. On the form, teachers are asked whether they would like to develop greater skills in specific areas such as diagnostic record keeping, informal reading inventories, and the cloze procedure.

Cooperation with teachers is strengthened when reading specialists are able to provide teachers with follow-up support. RITE Consultant, Anne Hipp (seated) observes a teacher using a comprehension technique suggested at a previous conference. (Courtesy of Reading Improvement Through Teacher Education Project, Philadelphia, Pennsylvania)

Cooperating with Teachers

In working with teachers, heavy-handed tactics won't do. "You can't press teachers into making changes in their reading programs by walking into their classrooms and telling them what they ought to be doing," explained Rita Villemaire, reading coordinator at Memorial Elementary School (Winooski, Vermont). "I think one of the most important aspects of effecting change is to begin by working with teachers who themselves want to change."

Whether working with one teacher or several, the principle of building cooperation by helping teachers realize their own professional goals stays the same. What is "help" though? When is a reading specialist really helping? What must a reading specialist do to be seen by teachers as helping? One point mentioned frequently by specialists in reading is that the effective specialist must be continually aware of the impression he or she conveys to the teacher. As Rebecca Williams, reading supervisor with the Broward County Schools (Ft. Lauderdale, Florida), notes: "We

(continued to page 8)

BUT I'M NOT A READING TEACHER

(continued from page 3)

Rebecca Williams, reading supervisor of the Broward County Schools (Fort Lauderdale, Florida), stressed the desirability of structuring inservice programs around a cadre of classroom teachers, each of whom, with training, takes responsibility for providing instruction to other teachers in their building in skills such as diagnosis, prescription teaching, and individualization.

Pat West, director of the North Arkansas Community College Right to Read Academy in Harrison, Arkansas, emphasizes a slightly different aspect of leadership. Unlike programs that depend mainly on the cooperative efforts of school-based staff, the academy program at Harrison, like other academy programs throughout the country, depends on involving members of the community both as tutors and as students. Serving more than 180 youths and adults in a five county rural area, the academy requires leaders with what Mrs. West calls "face meaning." What is "face meaning?" Mrs. West explains: "People are not going to work with you unless they know you and trust you as a person. You don't build cooperation by simply saying 'I'm directing such-and-such program.' No matter how worthwhile the program services may be, many people won't cooperate unless they know your face and respect the personality that face stands for."

Leadership Style is Important . . .

Regardless of whether leadership comes from classroom teachers, administrative personnel, or reading specialists, many people who have been able to establish and maintain staff cooperation stress a leadership style based on support and encouragement, coupled with involving others in decisions that affect the program.

School staff can be involved at many points in developing and running a reading program. Joe Teal, principal at Kate Duncan Smith DAR High School (Grant, Alabama), argues for total staff involvement right from the start: "Before we started our reading program, the faculty took the time to discuss it as a group, and then to talk about it within their departments. We then came back and took a vote. So as a group, we decided this is what we wanted to do. And that's an essential point — you're more likely to get good faculty cooperation later on down the line if they were involved at the beginning."

Other reading specialists mention the value of having a permanent committee or reading council made up of program staff and classroom teachers. Patricia Anders, assistant professor of reading at the University of Arizona and formerly a high-school reading consultant, describes the organization and benefits of a school reading council: "The reading council at the school where I taught was made up of one person from each department. That council had real decision-making power. Everything from the adequacy of the program to the kinds of materials that would be ordered would be discussed at these meetings and then referred back to the departments by council members. So people worked together because they were making the decisions. They didn't feel I was imposing anything on them."

As Are Encouragement, Support, and Perceived Self-Interest

In some secondary schools, content teachers may be asked, or even required, to become more involved in teaching reading — many for the first time. Coordinators directing mandated inservice programs stress several points important for developing teacher cooperation.

"How you explain the reading program to teachers is extremely important," Ron Werner, curriculum coordinator of the Willmar (Minnesota) Public Schools, said. "If at all possible, try to get content teachers to see that a strong reading program is really in their own self-interest. Because learning is still largely a print experience, students who can't read are at a tremendous disadvantage in any content area. Without appropriate reading skills, students lose, and in this age of accountability, so might the teacher."

Beyond explanation, follow-up support and encouragement seem essential in working with teachers who may be trying an instructional technique in reading for the first time. According to Starr Canestraro, instructional coordinator of the East Syracuse-Minoa (New York) Central Schools, "You can't just introduce a new reading methodology at a workshop and then expect teachers to try it out the next day. Reading specialists need to continue to work with teachers after the workshop. They need to ask: 'How are things going?' 'How can I help you?' 'How did that guide we talked about at the workshop work out?' That sort of encouragement and support for people who are in inservice is so important in getting staff to work together and to try new ideas. □

Scheduling activities that make a reading program visible to members of staff and to others in the community is one way to encourage staff involvement. Here, students at Rupley Elementary School (Elk Grove Village, Illinois) celebrate National Reading Week with a highly visible balloon ascension.

TALKING IT OVER

"Talking It Over" is a new feature of *Reporting on Reading* this year. It is a readers' column. Your comments, suggestions, corrections, and reproofs are welcome. But more is intended.

You are invited to submit questions or to pose problems that you find especially complicated or puzzling. The questions may be related to the topic of the issue or to anything else related to reading instruction. Hopefully, someone, somewhere will have some ideas for you. The letters received will appear in the next issue.

Address your comments, questions, answers, or ideas to: *Reporting on Reading*, CEMREL, Inc., 3120 59th Street, St. Louis, Missouri 63139.

ON READING

RESOURCES

Pick and Choose

Inservice Teacher Training Materials describes and reviews the potential of 49 products designed for use in inservice education. Grouped into three categories — individualizing instruction, classroom management/discipline, and motivation — each of the materials has been reviewed and critiqued by teachers. Included in each of the categories are materials that could be used for planning inservice programs in reading. *Inservice Teacher Training Materials* is the eightieth in a series of bi-monthly reports on instructional materials, equipment, and systems produced by EPIE (Educational Products Information Exchange) Institute. EPIE, a not-for-profit, consumer-sponsored agency, presents objective evaluations for consumers of educational products.

Copies available from EPIE Institute, 475 Riverside Drive, New York, New York 10027; $20.00.

"A Fresh Look at a Tired Old Topic"

Those are the words used by Wayne Otto, Nathaniel A. Peters, and Charles W. Peters to describe *Reading Problems: A Multi-disciplinary Perspective*, a book they assembled. The "tired old topic" is reading disability in the school setting. The freshness comes not from the premise that a multi-disciplinary approach to reading problems is needed, but from the ideas clearly outlined by contributors of diverse background and experience, all of whom believe in solving reading problems by cooperative effort.

Copies available from Addison-Wesley Publishing Company, Inc., Jacob Way, Reading, Massachusetts 01867; $13.95.

Keep In Touch

The National School Public Relations Association (NSPRA) considers communication an effective way of achieving understanding and cooperation among school staff. To keep teachers and other educators informed about classroom information, ideas, and techniques, NSPRA publishes a monthly newsletter called *It STARTS in the Classroom*. Case studies, profiles, and suggestions for improving communication in the school building and with the community are regular features.

Available from National School Public Relations Association, 1801 North Moore Street, Arlington, Virginia 22209; $16.00 for nine-issue subscription (September-May).

Let Them Eat Cake

In some instances, instead of upgrading skills and enhancing cooperation among staff members, inservice programs have accomplished very little. In the October 1977 issue of *The Practitioner*, a newsletter of the National Association of Secondary School Principals, Richard Stephens and Scott Thomson offer reasons and alternatives. In place of the kind of an inservice program that leaves a teacher thinking, "Just once, I wish our staff development day could be used to meet some of my needs; there are so many areas where I need help," the authors first outline a plan for individualizing inservice education and then add flesh to the bones by citing seven school districts where individualization is the rule.

Available from National Association of Secondary School Principals, 1904 Association Drive, Reston, Virginia 22091; 50 cents (payment with order).

Cooperation Isn't A One-Way Street

Teachers aren't the only ones interested in fostering cooperation in reading instruction. Eager to become involved, the American Library Association has a number of publications that outline the part libraries and librarians can play. For school libraries, *Resources for Underachievers in Reading* (25 cents) provides basic background information to help librarians working with students who have reading difficulties. More generally, a new book, *Literacy and the Nation's Libraries* ($12.50), written by Helen Huguenor Lyman is a manual filled with information and suggestions for helping public and school libraries collaborate with other groups to develop literacy programs.

Both available from Order Department, American Library Association, 50 East Huron Street, Chicago, Illinois 60611; payment with order.

The materials described have been selected from recent publishers' lists, publications of professional organizations, and state and federal sources. The listing is not intended to be comprehensive. No endorsement by the Office of Education nor by CEMREL, Inc., is implied or can be assumed.

ANYBODY ELSE?

Reporting on Reading is available free of charge to anyone interested in having more information about reading programs and activities. If you know of another administrator, teacher, aide, parent, or volunteer who might like a copy of this particular issue, or who would like to be on the mailing list for all future issues, we'd like to know about it, too.

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THE READING SPECIALIST: A TEAM LEADER (continued from page 5)

[reading supervisors] have always worked overtime not to appear to have all the answers. In working with teachers we always stress listening to what teachers have to say and working with them to solve a problem instead of quickly offering some ready-made solution."

The help offered must be useful to the teacher, specialists claim. "The suggestions we make to teachers have to be practical," says Hilda Carr of the Philadelphia (Pennsylvania) School District. "We want teachers to see us as people who can come into their classrooms, take their kids, stand in front of them, and do something they can see will help children learn. Then teachers can see that what we're saying will work."

Can Cooperation Be Measured?

Reading specialists point to several factors that may indicate that successful working relations with classroom teachers of reading have been established. Many specialists caution, however, that because cooperation takes time to establish, results may not be noticeable for several years.

One of the more immediate indicators of good staff relationships is an increased demand for assistance from the reading specialist. "Word-of-mouth spreads," one specialist noted. "If you offer one teacher something that works, it won't be long before others will hear about it and want to be a part of the action, too."

Other long-term indicators of success reading specialists have observed, are that more teachers return to school to take additional work in reading and demonstrate a greater professional interest in reading activities.

Commenting on a program that has been operating for a number of years, Miss Villemaire of Winooski, Vermont, says: "In our schools, teachers are now meeting on their own time to set up a spelling program for the third and fourth grades. Nobody asked them to do it. They felt a need for it, and they did it. Teachers also do more professional reading than they've ever done before. At faculty meetings, it's not unusual for one teacher to mention an article in *The Reading Teacher* and then, in the discussion that follows, to find that a good number of the other teachers have read it, too." □

THE READING TEACHER: CATALYST FOR CHANGE (continued from page 3)

groups are then likely to become more productive by seeing desired instructional processes in action and in sharing responsibility for future inservice meetings. That's one way. Another is through informal types of sharing that occur in the coffee room, or at breaks, or whenever the supportive/productive-type teacher comes into contact with other teachers.

Q: *Do the anti-supportive/productive teachers have any positive function in the instructional program?*

Ruddell: The real value I see in having anti-supportive/productive teachers involved in a program is that the kinds of questions they ask force other teachers to re-examine their own philosophies and the effectiveness of the program being put into practice. They force the teachers to think more clearly about the project goals and objectives and the reasoning behind them. So I view that anti-supportive/productive-type teacher as a valuable asset to the change process.

Q: *You change model seems to begin with supervisory people and then percolates down to teachers. Can you conceive of a process in which classroom teachers might initiate change?*

Ruddell: I think that classroom teachers can certainly initiate change. This frequently occurs with the teacher who has pupil needs and objectives clearly in mind; the teacher that's willing to engage others; and the teacher with that extra energy level. I do believe, however, that if a teacher is to have decided impact on the total school situation, the local school administrator must become directly involved at some point. So the spark certainly can be struck by a classroom teacher, but for the extra time and support required to develop an ongoing program, administrative support is invaluable.